U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [] Middle [] High [] K-12 [**X**] (6-12)
[**X**] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Paul Simone

Official School Name: Math & Science Academy

School Mailing Address:
8430 Woodbury Crossing
Woodbury, MN 55125-9433

County: Washington State School Code Number*: 4043-07

Telephone: (651) 353-2317 Fax: (651) 578-7532

Web site/URL: www.mnmsa.org E-mail: psimone@mnmsa.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Paul Simone

District Name: Math & Science Academy Charter school # 4043 Tel: (651) 578-7507

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Foster

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

_____	Elementary schools
_____	Middle schools
_____	Junior high schools
_____	High schools
1	Other
1	**TOTAL**

2. District Per Pupil Expenditure: 6533

   Average State Per Pupil Expenditure: 9364

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**	24	39	63
K			0	**8**	30	25	55
1			0	**9**	28	17	45
2			0	**10**	24	17	41
3			0	**11**	17	8	25
4			0	**12**	22	10	32
5			0	**Other**			0
6	28	38	66				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					327

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
15	% Asian
1	% Black or African American
2	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
82	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	312
(5)	Total transferred students in row (3) divided by total students in row (4).	0.054
(6)	Amount in row (5) multiplied by 100.	5.449

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 2

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

12	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
1	Emotional Disturbance	1	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	16	2
Special resource teachers/specialists	2	0
Paraprofessionals	3	0
Support staff	3	0
Total number	25	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	97%	98%	97%	98%	97%
Teacher turnover rate	10%	5%	10%	0%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	28	
Enrolled in a 4-year college or university	89	%
Enrolled in a community college	4	%
Enrolled in vocational training	7	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The vision of the Math and Science Academy (MSA) is to be a model of education that anticipates the needs, and prepares students for excellence. Our mission is to be a community created and operated school that provides high expectations for all students.

The Math and Science Academy opened its doors in the fall of the 1999 school year and has been a leading example of excellence in public education from that school year forward. The school is standards-driven and collaboratively run. The curriculum places emphasis in the areas of math and science; however, the students also benefit from a well balanced academic program that includes cross curriculum activities, the arts, extra-curricular activities, etc. When students are interviewed, it is clear that they appreciate attending MSA, the whole package from facility, to school environment of respect, academic quality, and a caring and highly qualified school faculty. MSA students desire to be no other place.

The MSA places tremendous value on a design that is curriculum based, standards driven, and collaboratively operated school-wide. The curriculum places an emphasis in the areas of math and science with a balance of humanities. Specifically, in order to graduate, every student at MSA is required to complete a math program through calculus and a high school science program that includes biology, chemistry, and physics, in addition, all students at MSA are required to take social studies and English every year, Spanish through the 11th grade, and one year of high school fine arts.

MSA has strong performance record on the State Report Card. Without exception, each year since MSA opened in the fall of 1999, MSA has outperformed not only the statewide testing averages, but also the scores of all the surrounding schools in South Washington County, the Metro area as a whole, and the majority statewide. The advantage of our small school size is that MSA staff are able to sufficiently “drill-down” to the individual student data. For example, our 6th grade class for the 2007-2008 school year achieved an 89% proficiency in both reading and math on the MCA II’s. The translation of this signifies that there are (only) seven students who were not proficient. It is our practice to specifically identify and address the needs of individual students not making adequate progress. The positive result of this is clearly reflected in the successful performance of MSA 9-11th grade students on the state-required graduation assessments. Indeed, while the state of Minnesota led the nation in ACT scores the last two years with an average composite of 22.5, MSA composite ACT scores over the past two years have been well above that at 28.4 and 27.6.

MSA appeals to families because it is a small school governed by teachers and parents. At MSA, parents are empowered to make a difference in their child’s education. MSA benefits from a very strong Parent Team that help with fund raising and organizing social events for MSA students. Parents like to point out the positive social aspects for their students, in that their students are able to find friendships with others who value a good education and attend school with the expectation to learn. With the joint parent-teacher expectation that all students will learn, student progress is monitored and reported regularly through the distribution of monthly progress reports by all teachers for all students. Truly, no MSA student is left behind.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The most obvious trend in the Math and Science Academy test data are the consistently high test results. In other words, over a five year period highlighting the time beginning in 2004 through 2008, 91% of our students passed the state mandated tests in reading, writing, and math.

In 2004 the state of Minnesota mandated graduation tests (Basic Standard Skills Tests - BST) in 8th grade reading, 8th grade math, and 10th grade writing. Subsequently, 97% of our 8th graders passed the reading test, 91% of our 8th graders passed the math test, and 100% or our 10th graders passed the writing test. Also in 2004, the state of Minnesota required non-graduation dependent testing (Minnesota Comprehensive Assessments - MCA)of 7th graders in reading and math, 10th graders in reading, and 11th graders math. Again our students posted outstanding scores whereby 93% of our 7th graders pass the math portion, 96% of our 7th graders passed the reading portion, 100% of our 10th graders passed the reading exam, and 100% of our 11th graders passed the math exam.

In 2005, our test scores were again far superior to state averages, and indeed most schools statewide. Ninety-six percent of our 8th graders passed the graduation Basic Standards Skills test in reading, 91% of our 8th graders passed the graduation Basic Standards Skills test in math, and 100% of our 10th graders passed the graduation Basic Standards Skills test in writing. With respect to the non-graduation Minnesota Comprehensive Assessment tests, 96% of our 7th graders passed the reading exam, 96% of our 7th grade students passed the math exam, 100% of our 10th grade students passed the reading exam, and 90% of our 11th graders passed the math exam.

In 2006, the state of Minnesota instituted a new graduation rule based on the development of a second generation Minnesota Comprehensive Assessment or the MCA II. These tests were established to increase both rigor and raise standards in the areas of reading math and writing across all grade levels (Viz. for us grades 6-11). Understandably, test scores statewide collectively decline, and even though our test scores too declined somewhat, as a school we still out performed the vast majority state wide and maintained our top 10, if not number one ranking in each area (i.e. reading, writing, and math), for each grade level. Our 2006 MCA II scores are as follows: 6th grade reading – 89% meet or exceed state standards, 6th grade mathematics – 82% meet or exceed state standards, 7th grade reading – 95% meet or exceed state standards, 7th grade math – 85% meet or exceed state standards, 8th grade reading – 91% meet or exceed state standards, 8th grade mathematics – 91% meet or exceed state standards, 10th grade reading – 91% meet or exceed state standards, 10th grade writing -100% passed, and for 11th grade math – 82% meet or exceed state standards.

For the testing years 2007 and 2008, our test scores increased from an over-all passing rate of 84% to 89%. That is to say, that our students in grades 6 through 11 collectively improved in the areas of reading writing and math to the point that we averaged 285 out of 300 students who met or exceeded state standards. In 2007 - 75% of our students in grades 6, 7, 8, and 11 met or exceeded the state standard on the MCA II math test. In 2008 – 82% of our students in grades 6, 7, 8, and 11 met or exceeded the state standard on the MCA II math test. In 2007 - 91% of our students in grades 6, 7, 8, and 10 met or exceeded the state standard on the MCA II reading test. In 2008 - 94% of our students in grades 6, 7, 8, and 10 met or exceeded the state standard on the MCA II reading test. Additionally, our writing test scores were such that 98% of our 9th grade students passed in both 2007 and 2008.

Below is the specific web link where information from the Minnesota Department of Education on state assessment may be found and the link specific to the Math and Science Academy:

http://education.state.mn.us/ReportCard2005/index.do

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=4043&DISTRICT_TYPE=07

2. **Using Assessment Results:**

Due to the relatively small size of the Math and Science Academy (approximately 285 – 300 students in grades 6-12), it has been less relevant for us to disaggregate our student data within the typical demographic categories of ethnicity, gender, or educational program. The advantage of our small school size is that MSA staff are able to sufficiently "drill-down" to the individual student data. For example, our 6th grade class for the 2007-2008 school year achieved an 89% proficiency in both reading and math on the MCA II's. The translation of this signifies that there are (only) seven students who were not proficient. It is our practice to specifically identify and address the needs of individual students not making adequate progress. The positive result of this is clearly reflected in the successful performance of Math and Science Academy 9th-11th grade students on the state-required graduation assessments.

Math and Science Academy teachers are required to align their curriculum with both state standards, and in the case of science, national standards. Math and Science Academy curriculum and instruction is modified as needed by individual teachers and with the guidance and oversight of the administration and board of directors, based on data-driven decision making. When and if Math and Science Academy students do not perform at a 100% rate on state MCA scores, the teacher is then required to compare the results with state standards and adjust accordingly. For example, when our students performed poorly on the statistical concepts part of the MCA math exam, we inserted both a unit on statistics into our 6th grade math curriculum and began teaching a separate statistics course for more advanced students who have already progressed passed the 6th grade curriculum.

3. **Communicating Assessment Results:**

On an annual basis, all parents receive a copy of their student's test scores in the mail complete with an explanation of individual categorical scores, as well as an explanation of the cumulative score. In addition, once our test scores are made public through the local media, we present our test scores to our families at an announced monthly public board meeting.

Specifically, unlike traditional independent school districts and schools, our authorization as a school is in the form of a written contract signed by our sponsor and the board of directors of the charter school. As a charter school, the Math and Science Academy is required by its sponsor to meet agreed upon annual student academic and school performance goals as a condition charter contract renewal.

To ensure goal attainment and student growth, in addition to an annual evaluation by our sponsor, the Math and Science Academy staff and Board of Directors is required to review all test scores at a scheduled public board meeting and tie specific student performance to school-wide curriculum development, which in turn is communicated to our families as part of our annual report.

4. **Sharing Success:**

The Math and Science Academy has a proven record of providing a rigorous and successful education program for all students. Based on "School Report Card" data maintained by the Minnesota Department of Education, the Math has met 100.0% of the requirements for Adequate Yearly Progress every year under No

Child Left Behind since this legislation was enacted. One of our greatest efforts in sharing our success came with the opportunity to host Minnesota Governor Tim Pawlenty and then Arizona Governor Janet Napolitano, along with invited school superintendents and several high tech business leaders for a round table discussion on improving math and science education both locally and nationally.

However, the most obvious way the Math and Science Academy has shared its success is through our participation in both annual and ongoing training sessions sponsored by the Minnesota Department of Education for operational and pre-operational charter schools. That is to say, the Math and Science Academy administration and staff routinely are invited by the department of education as presenters at symposiums for charter school operators with respect to school governance, policy development, curriculum development and delivery, as well as leadership and board training. Indeed, we continually and openly share our intellectual property with the Minnesota Department of Education, charter schools, as well as local districts that seek us out as a resource to improve tests scores. The Math and Science Academy administration and staff also are very politically active when it comes to communicating with local legislators and testifying at committee meetings on behalf of school improvement and reform.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Math and Science Academy places tremendous value on a school design that is curriculum based and standards driven. The curriculum places emphasis in the areas of math and science with a balance of humanities. The agreed upon standard requires that students achieve far beyond current state mandates and testing criteria. Every student at the Math and Science Academy is required to complete a math program through calculus and a high school science program that includes biology, chemistry, and physics. In addition, all students at the Math and Science Academy are required to take social studies and English every year, Spanish through the 11th grade, and one year of high school fine arts.

The Math and Science Academy math program consists of a comprehensive curriculum that allows students to advance at their own pace, provided that they can demonstrate mastery of the content material. The Math and Science Academy recognizes the fact that their math curriculum is more difficult than that of a typical high school and that students will progress through at different speeds. Students are even encouraged to take classes more than once, without penalty, in order to master the content material. Whenever a student chooses to repeat a course, only the highest grade is recorded on the student's transcript.

The purpose of the Math and Science Academy science program is to broaden one's understanding of scientific concepts and develop the skills of inquiry. Rather than study a broad range of general topics, students will study a few fundamental scientific concepts that will best prepare them for continued learning. All elements of the program are consistent with the National Science Education Standards and Benchmarks for Scientific Literacy. Subject matter is made meaningful as students practice activities that are relevant to their own lives and as they acquire information through multiple sources – educators, practice and experience, and communication with other students. Students will practice inquiring by using multiple processing skills – manipulation, cognitive, procedural – and by performing relevant short-term and extended activities that investigate and analyze science questions.

English at the Math and Science Academy encompasses all areas of language arts. Each class consists of reading, writing, speaking, and listening. Students read novels, short stories, nonfiction, create book projects, work on technical and creative writing assignments, complete journal entries, and proofread. English classes also include spelling, vocabulary, grammar, and writing mechanics, as well as giving speeches and presenting skits.

The goal of the social studies curriculum at the Math and Science Academy is to create and promote a social awareness among its students. To accomplish this, the social studies curriculum takes a dynamic/systematic approach. The systematic approach, a more traditional strategy, places emphasis on acquisition of knowledge, application of information, and information analysis and evaluation. The dynamic portion of Math and Science Academy social studies curriculum is designed such that the lessons are derived from the analysis of current events. This analysis is based upon daily reading of selected newspaper articles. The dynamic approach requires each student to track local, national, and international stories, and evaluate each story according to geographical, political, sociological, and historical topics.

Spanish at the Math and Science Academy consists of 6th grade Spanish, 7th grade Spanish, 8th grade Spanish I, 9th grade Spanish II, 10th grade Spanish III and 11th grade Spanish IV. The intention for the Math and Science Academy's six-year Spanish program is to implement teaching strategies for the students to learn to speak, read, and write in Spanish, as well as to introduce them to the culture, folklore, and history of Spanish speaking countries.

The fine arts are considered an essential part of our education Program. All students are required to take band or World of Music. Students are required to take two additional semesters of fine arts between 9th and 12th grades. Band and World of Music are offered every year. Additional classes are offered based upon student interest and teacher availability. Possible Fine Arts Courses (include but are not limited to): Art, Poetry, Film Studies, Speech, Music, Band, Drama, Theater, Acting, and Improv.

2a. **(Elementary Schools) Reading:**

As part of their introduction to the Math and Science Academy, all 6th grade students are required to take a scientifically based reading instruction class. In additional to our regular education staff, we have a licensed reading specialists who delivers instruction and practice in phonemic awareness, phonics and word-recognition skills, guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels.

2b. **(Secondary Schools) English:**

English at the Math and Science Academy encompasses all areas of language arts. Each class consists of reading, writing, speaking, and listening. Students read novels, short stories, nonfiction, create book projects, work on technical and creative writing assignments, complete journal entries, and proofread. English classes also include spelling, vocabulary, grammar, and writing mechanics, as well as giving speeches and presenting skits. In addition students will read, write, and analyze forms and elements of poetry including villanelles, sonnets, haiku, choral poetry, narrative poetry, enjambment, imagery, and theme. Also, poetry will be read and discussed from the following genres: humanity, culture, realism, naturalism, transcendentalism, and romanticism.

As part of their introduction to the Math and Science Academy, all 6th grade students are required to take a scientifically based reading instruction class. In additional to our regular education staff, we have a licensed reading specialists who delivers instruction and practice to not only the 6th grade students, but also any student demonstrating a need for phonemic awareness, phonics and word-recognition skills, guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels.

3. **Additional Curriculum Area:**

The Math and Science Academy math program consists of a comprehensive curriculum that allows students to advance at their own pace, provided that they can demonstrate mastery of the content material. The typical sixth grade student will start in Pre-Algebra. After students have reached a level of understanding of basic mathematics, they will begin Algebra I. After completing Algebra I, Algebra II, Geometry, Pre-Calculus, and Calculus, students will have learned all of the mathematics necessary to succeed in a traditional college level Calculus course. In order to graduate from MSA, students must complete Calculus. The Math and Science Academy recognizes the fact that their math curriculum is more difficult than that of a typical high school and that students will progress through this sequence at different speeds. Students are even encouraged to take classes more than once, without penalty, in order to master the content material. Whenever a student chooses to repeat a course, only the highest grade is recorded on the student's transcript. Students who are progressing through the course sequence at an accelerated pace will be allowed to continue that pace as long as they maintain a semester course grade of B- or higher. Students who are unable to achieve the required minimum grade at the end of the first semester will be placed in the next lower level class when the second semester

begins. Students who are unable to achieve the required minimum grade at the end of the second semester, regardless of their first semester grade, must repeat the class the following school year.

4. **Instructional Methods:**

Though the diversity may not be initially apparent, the students at the Math and Science Academy are indeed varied. In order to provide all our students with the opportunities to achieve at their highest level, the Math and Science Academy staff understands that it is our teaching methods, materials, and lesson plans that must accommodate where students are and support their needs. Central to this understanding is that all children can learn, and that with a wide variety of strategies and best practices must be teachers are able to adapt to student needs.

Typically, when we at the Math and Science Academy find students who struggle with learning it is because they do not know English, they are hands-on learners, they are visual learners, they have cultural differences, or that they have physical or mental disabilities. Therefore, Math and Science Academy teachers are formally trained (as part of the licensure/re-licensure process) to honor, respect, and recognize each student's needs, culture, abilities, learning styles, strengths, and potential to be a resource. This training then creates a classroom where the target of the differentiated instruction utilizes assessments to form the actual instruction and improve the learning. For example, it can be seen in the Math and Science Academy course (handbook) descriptions how many of the classes use multiple resources; allow for a variety of products as evidence of learning rather than a one-size-fits-all project; give students a choice in how to do the work, such as small group, partner, individual; and/or engage students in contracts that detail how each person will meet the appropriate criteria.

5. **Professional Development:**

The Math and Science Academy pay scale and staff policies all center on professional development and educational best practices. The Math and Science Academy faculty are encouraged to seek professional development and leadership opportunities (internal and external to Math and Science Academy) in their academic fields and with regard to improving student learning and content standards. A somewhat unique characteristic of the Math and Science Academy is the use of internal faculty experts in the design and implementation of staff development opportunities. That is to say, teachers drive the Math and Science Academy staff development decisions in cooperation with the administration and the Math and Science Academy Board of Directors.

Annually, teachers develop and participate in school-wide staff development that is specifically designed and facilitated by internal faculty experts to support and sustain specifically stated goals and annual student academic gains in writing, reading, math, and science. For example, for the 2008-2009 school year, it was decided by the staff that the staff development will take the form of a year-long writer's workshop. Guided by the English department, each staff will receive group and individual instruction in how to best assign, evaluate, and standardize student writing across the curriculum. By year's end, the Math and Science Academy teachers and students will have completed a writing program that has become the standard by which the teaching staff and students can be assessed.

6. **School Leadership:**

According to Minnesota statute, as a charter school, the Math and Science Academy is governed by an elected board of directors (BOD) that is comprised of four parents, five teachers, one non-voting student representative, and the director as an ex-officio member. There are eight standing committees (viz. budget, building maintenance, enrollment, personnel, technology, parent team, and policy/curriculum). The Math and

Science Academy BOD routinely conducts workshops to address the larger issues, and thereby gives the community a chance to participate on such issues.

Within this structure, all policy decisions and all curriculum decisions are made at the board level. The specific role of the principal (director in the case of the Math and Science Academy) is to implement board decisions, facilitate communication, and see to it that the needs of the teaching staff are met. For example, as developed by the teaching staff under the guidance of the Math and Science Academy director, annual academic goals are approved by the Math and Science Academy board of directors, which in turn are then reported to our sponsor and included as a required section in the annual report. These goals, as they are detailed, then become a school mandate to achieve, whereby the Math and Science Academy then focuses its resources and curriculum efforts.

Specifically, and contractually with our sponsor, the Math and Science Academy has identified as curriculum goals: that by 2011, 85% of 8th grade students will meet or exceed the state standards on the MCA II math test; by 2011, 95% of all 8th grade students will meet or exceed the state standards on the MCA II reading test; by 2011, 100% of students will meet their graduation testing requirement by meeting or exceeding the writing standards on the MCA II test; by 2011, 100% of students will meet their graduation testing requirement by meeting or exceeding the reading standards on the MCA II test; and by 2011, 90% of students will meet their graduation testing requirement by meeting or exceeding the math standards on the MCA II test. As a charter school, and given the above mentioned leadership structure, if the Math and Science Academy fails to achieve these goals, it is in violation of our charter, our board approved mandate, and can certainly be considerer cause for termination of our charter.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds/Proficient	100	95	92	100	100
Exceeds/Proficient	100	58	65	85	85
Number of students tested	28	38	37	34	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade

students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2008 comprised more than 10% of our population.

Subject: Mathematics Grade: 11 Test: Minnesota Comprehensive Assessments
Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds/Proficient	81	69	82	90	100
Exceeds/Proficient	81	31	57	63	81
Number of students tested	31	16	28	18	26
Percent of total students tested	91	52	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2008 comprised more than 10% of our population.

Subject: Mathematics Grade: 6 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: 2005-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meets/Exceeds/Proficient	89	75	83		
Exceeds/Proficient	89	27	29		
Number of students tested	64	56	58		
Percent of total students tested	98	100	98		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
Proficient	94				
Proficient	94				
Number of students tested	17				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.

Subject: Reading Grade: 6 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: 2005-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meet/Exceed Standard/Proficient	89	82	90		
Exceeds Standard/Proficient	89	66	53		
Number of students tested	64	56	58		
Percent of total students tested	98	100	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
Proficient	88				
Proficient	88				
Number of students tested	17				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.

Subject: Mathematics Grade: 7 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds/Proficient	75	70	85	96	93
Exceeds/Proficient	75	34	38	77	28
Number of students tested	56	56	60	58	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100				
Proficient	100				
Number of students tested	5				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.

Subject: Reading Grade: 7 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds/Proficient	92	95	95	96	94
Exceeds/Proficient	92	57	70	72	69
Number of students tested	56	56	60	58	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
Proficient	100				
Proficient	100				
Number of students tested	9				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.

Subject: Mathematics Grade: 8 Test: Basic Standards Skills/Minnesota

Comprehensive Assessments

Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Feb	Feb
SCHOOL SCORES					
Passing.Meets/Exceeds/Proficient	75	79	91	91	91
Passing/Exceeds/Proficient	75	20	50	91	91
Number of students tested	48	56	46	57	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
Proficient	60				
Proficinet	60				
Number of students tested	5				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.

Subject: Reading Grade: 8 Test: Basic Standards Skills/Minnesota Comprehensive Assessments

Edition/Publication Year: 2003-2008 Publisher: State of Minnesota/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Feb	Feb
SCHOOL SCORES					
Passing/Meets/Exceeds	96	93	91	96	98
Passing/Exceeds/Proficient	96	61	60	96	98
Number of students tested	48	56	46	57	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
Proficient	100				
Proficient	100				
Number of students tested	5				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: In the years 2003 through 2005, the state of Minnesota did not require standardized testing of 6th grade students. In 2003-2005, 8th grade students took the Basic Standard skills (BST) test in reading and math. In 2003-2005, students in grades 7 and 10 took the Minnesota Comprehensive Assessments (MCA) in reading and 11th grade students to the Minnesota Comprehensive Assessments (MCA) in math. However, this all changed in 2005-2008 when students in grades 6-8 took the Minnesota Comprehensive Assessments II (MCA II) in reading and math, the 10th grade students took the MCA II's in reading and the 11th grade students took the MCA II's in math. Also, in 2008 MCA II scores were reported in "Not Proficient" and "Proficient" only - i.e. only proficient is reported above. No subgroup during any of the years tested 2003-2007 comprised more than 10% of our population. In 2008, the only subgroup that comprised greater than 10% was Asian/Pacific Islander.